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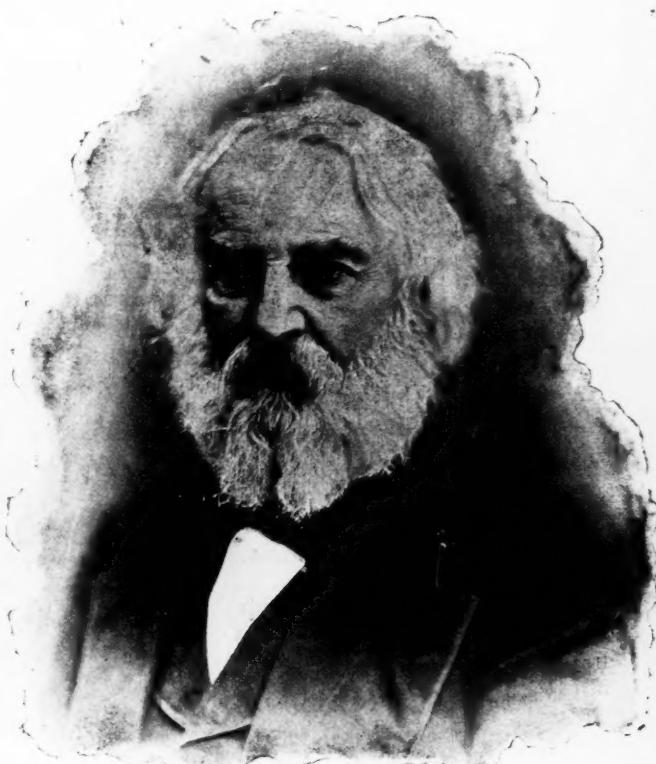
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HENRY WADSWORTH LONGFELLOW.



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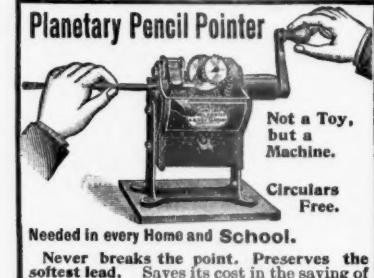
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If ever our schools and the people of the United States had cause to render thanks to Almighty God and to have one joyous, patriotic Thanksgiving Day, it is in this year 1898. Do not spend too much time in preparation, but have a program for the exercises in school and let the many causes for joy and thanksgiving be carefully brought out.

We all honor a man who has an opinion and is not afraid to express it, and we usually have very little respect for the man who is always trying to carry water on both shoulders, as it were, and, therefore, cannot lean to either side. The utterance of State Superintendent Hammond, of Michigan, on employing those who use strong drink and tobacco in school work has the true ring and ought to be given a trumpet blast around the globe. He says: "I believe in temperance, theory and practice. There are no users of tobacco and strong drink among those employed in this office. I hate cupidors and cigar stubs. Persons who use tobacco are not appointed by me to instruct in teachers' institutes, except on an urgent request of the Commissioner of Schools, for stated reasons. I will not recommend for any educational position any person who, to my knowledge, gives his influence for cigarettes, tobacco or whisky."

Money Raising In School. In the October issue of this journal we very emphatically disapproved of the plan of raising money in the schools for the purpose of building monuments or for any other philanthropic movements. Since then we are glad to see that many prominent educators are taking the same view. The Lafayette Monument Commission, it seems, had placed the name of Hon. Charles R. Skinner, State Superintendent of New York, upon its prospectus without his knowledge or consent, and if this was done in one case we do not know what authority was obtained for the use of the other names of many prominent men used in that connection.

Superintendent Skinner is very outspoken in his opposition to all such public school offerings. In The School Journal, New York, he says, in part: "During the past month my attention has been called to various projects affecting our public schools. The first related to a plan to build a war ship by contributions from the school boys of the United States. This warship was to take the place of the 'Maine' and be called 'The American Boy.' I also saw a reference to a movement on the part of the school girls of the country to inaugurate a movement for the building of a warship to be known as 'The American Girl.' I think this movement finally developed a plan by which the school girls were to have something to do with the equipment of the warship which the school boys proposed to build.

"This project has no redeeming feature. It really appears ridiculous. The movement is in no sense an inspiration to patriotism or love of country. It is rather founded on revenge. The United States Government is able and willing and ready now, I believe, to build all warships necessary for the defense of the country. This ability has been amply demonstrated during the past six months. The school boys and girls can afford to leave the con-

struction of warships to the general Government. This movement seems monstrous, because to build and equip a warship would require an expenditure of over five million dollars. This would call for about seven cents from every man, woman and child in the United States. I have been earnestly urged to give this movement my approval, but I have persistently refused because I am unwilling to consent that our public schools should be used for such purpose."

Of the Lafayette monument fund, he says:

"Without my knowledge or consent my name was placed upon the advisory committee connected with this movement. As soon as this proposition reached me I issued a public statement to the press and to educational officers in this State, protesting against the use of my name in this connection, and advising that no contributions be solicited among our school children. While it may be fitting for the people of the United States to honor the memory of Lafayette, the movement should be national in its character and include all our people. It would be far more appropriate for Congress to pass the necessary appropriations for that purpose. I am informed that the Lafayette Memorial Commission expect to raise at least \$250,000 for the erection of this monument. Meanwhile the commission has employed agents to canvass the country in the interest of the movement. It is to be supposed that the school children by their contributions are to pay the salaries of the clerks and traveling agents employed."

We need to keep our public schools free from all entangling alliances with these money raising schemes and we hope that this is the last monumental burden that is to be imposed upon the parents by this means.

Study as an Art. It is an art to know how to study, says the *Sunday School Times*. Many a good student lacks the power of teaching this art to others. One of the most complimentary things that a discriminating parent said of a certain teacher was that she had taught a little girl how to study. Progress made by that same child in a subsequent school year could not be so easily traced to the subsequent speaker as to her who had originally showed the child how to go about the art of study. Is not this an art which teachers think too little about? A philosopher is ill that the best thing that a university can do is to put the student in possession of the keys of the library. And an editor once said to one whom he was about to engage as an assistant—and who was fearful of his own limitations of knowledge: "You may not know all about this or that, but you know how to go about looking it up." Many a one has a dictionary, or an

encyclopedia; but too large a proportion of such persons will sit down and wonder how they can find out the simplest facts, which are plainly set forth in volumes within sight, while they despair over their ignorance.

Take off your hats to the good and faithful teacher. She is the guardian angel of the Republic. She takes the fledgling right from the home nest, full of pouts, passions and possibilities—an ungovernable little creature whose mother concedes that she sends him to school to get rid of him. This gentle lady, with an iron hand beneath a velvet glove, will take a carload of incipient anarchists, many of them single-handed more than a match for the parents, and, at once put them in the way of being useful and upright citizens.

Intensive Study. Many so-called backward children are only slow to apply the dull mechanical forms of the text book. On the playground they are seen to be leaders among their playmates, and with careful training they will soon become leaders in the school. They need to be taught how to study, how to obtain information from books, and how to make close application to a given subject until it is mastered. Until a boy or girl has done some intensive studying, that is, taken up some subject and mastered it, until he feels that he has made knowledge on that topic his own, he has not obtained the enthusiasm of a real student. When the boy can confidently say I know the multiplication table so perfectly that you can not catch me on it, he has made real progress, and has a strong foundation on which he can begin to build the pyramid of mathematical knowledge.

The end and aim of modern education requires that one become able to think clearly, to aspire nobly, to drudge cheerfully, to sympathize broadly, to decide righteously, and to perform ably; in short, to be a good citizen.—Supt. L. H. Jones.

No man flatters the woman he truly loves.—Tuckerman.

Age without cheerfulness is a Lapland winter without a sun.—Colton.

Judge thyself with a judgment of sincerity, and thou wilt judge others with a judgment of charity.—Mason.

Kind words prevent a good deal of that perverseness which rough and imperious usage often produces in generous minds.—Locke.



THE RELATION OF LANGUAGE WORK TO, TECHNICAL GRAMMAR.

BY W. M. EVANS, LITERATURE AND ENGLISH, EASTERN
ILLINOIS NORMAL SCHOOL.

A few years ago there was little or no language work done in our schools. There was an extreme tendency to the mere learning of definitions. The student who found himself unable to commit the definitions would often slyly steal them from the book during the recitation. Whether he thus stole the definition or whether he succeeded in learning it verbatim, it all amounted to the same thing to the student—he did not understand the definition in either case. The work was thus made up of the learning of definitions, rules, exceptions, sub-exceptions and sub-subs. The work thus described reminds one of the story of the man who carried a small book under one arm and a number of books under the other. When he was asked what the little book was, he replied, "The Rules of Grammar," and when he was asked what the collection of books treated of, he answered, "The exceptions."

Children in those days became lost in the wilderness of isms. They did not know which was grammatical north or south, east or west, or up or down. Then came an awakening. We came to see that the work in grammar did not accomplish its purpose, namely, make good speakers and writers. It was at this time, and with this outlook, that language work, as we now know it, began to find a place in our schools. We came to think more of "the natural order in which the powers of the mind should be exercised and the corresponding kinds of knowledge taught." Remembering that the child is in the period of predominant activity of observation and memory during the first years of his school life, we came to see that too much reasoning had been required of him by this work in technical grammar.

Since that time good language work has been done in most of the schools. Better writers and speakers have been found throughout the grades. Though excellent work in language is now being done in our schools, some teachers have fallen into the error of supposing that the child cannot remember technical terms in language work. As a result of this the children are given, instead of the right terms, artificial terms, which express but half truths. Adjectives are called quality words; verbs

are called action words. This artificial naming is carried on throughout the work. The writer does not advocate the heaping up of technical terms upon the child, but does insist that the child can remember the natural terms just as easy as he can remember the artificial terms. Besides, the child will soon be called upon to unlearn these artificial terms and to learn the right ones. It is far easier to learn rightly at first.

In some of the schools the tendency still prevails of committing and reciting formal rules as a means of correcting errors in the child's language. Let errors in English be accounted for under four heads:

1. Too many words.
2. Too few words.
3. The wrong word.
4. The wrong arrangement.

1. Too many words. We have been laughing at one of our congressmen for saying, "Where am I at?"

2. Too few words. The visitors at the National Educational Association at Washington, D. C., must have been either amused or worried at the notice in almost every street car, "Do not get off the cars while in motion."

3. The wrong word. "Why don't you take the balance of the chicken?" "These buckwheat cakes are perfectly magnificent." "This molasses is superb." "This drumstick is perfectly exquisite."

Under this head, "The wrong word," we must consider the question, What words have good footing in the language? There are three requisites to give a word good footing:

1. Words must be reputable, as opposed to low, vulgar or slang.
2. Words must be national, as opposed to colloquial or provincial.
3. Words must be present, as opposed to rare, obsolescent or obsolete.

If words have not good footing, the dictionary indicates the requisites which they lack. It is sometimes erroneously supposed that only good words are in the dictionary. "The dictionary is a home for living words, a hospital for the dying and a cemetery for the dead."

The easiest way to know we are using words of good footing is to consult a late dictionary. Words that are obsolete do not always remain so; for, as George P. Marsh puts it, "Words wake up from a long Rip Van Winkle sleep and come back into use again." Not only do the words go and come, but pronunciation is likewise shifting. The International Dictionary reversed the preferred pronunciation of cement. A gentleman, speaking of a doorstep, which was commenced one year and finished the next, said, "That step was made out of the cement of last year and the cement of this."

4. The wrong arrangement. Usage in English allows almost unlimited freedom of arrangement if the meaning is kept clear. Hence there is not so great danger of error of wrong arrangement.

At the time that language work was started in our schools the cry went up that technical grammar should be put out of the schools. But this was merely the cry of the enthusiast; for language work, however well done, can never do away with the work in technical grammar. "If, as you have admitted," says one, "language work turns out better speakers and writers than the work in technical grammar does, why not do away with the study of technical grammar?" This is a good question and it must be answered. The child comes more nearly hearing a uniformly incorrect than correct speech. Hence he must have a reason for the faith that's in him; or he will be wafted about from billow to billow on the whims of other men's opinions. There are three objects for studying technical grammar:

1. To get reasons for the work that has been done without reasons during the language period.

2. To prepare to study literature. By literature the writer does not mean anything stilted, but everything that the student reads. Literature gives breadth of usage, allowing the speaker the freedom of the great writers and speakers. When one comes to see the freedom of the authors of literary style, he sees that many of the so-called rules of grammar are extremely narrow. Grammarians tell us that the subject of an imperative verb is you or thou, "understood." In his poem on "The Capture of Fugitive Slaves," James Russell Lowell uses the expression, "Stifle they who can," in which they is subject of the imperative verb stifle. Again, we are told not to close a sentence with a preposition, but our best authors violate this restriction at will. Mr. Lowell makes use of this expression, "Attention is the stuff that memory is made of," closing the sentence with a preposition. "But," says one, "does the fact that one author violates the law make the expression good English?" By no means. The adage, "Homer nods," gives us to understand that "The Father of Literature" made mistakes. But we can tell rather easily by casting about in literature whether the expression is common to the best writers and speakers, or whether it is the result of carelessness. Teachers of language and grammar must be students of literature. As a young lady finished reading her essay, in the writer's class in rhetoric, a young gentleman questioned the use of the expression, "used to be," and asked whether it is good usage or not. What answer should an instructor make to such a question? The only right thing to do is to refer him to usage.

"In that mansion used to be

Free-hearted Hospitality."

—The Old Clock on the Stairs: H. W. Longfellow.

It can't be the little cupboard
Where mama's things used to be.

—One, Two, Three: H. C. Brunner.

The thought of the author is often wrongly interpreted by not getting the grammatical construction.

"'Tis ours to save our brethren, with peace and
love to win
Their darkened hearts from error, ere they harden
It to sin."

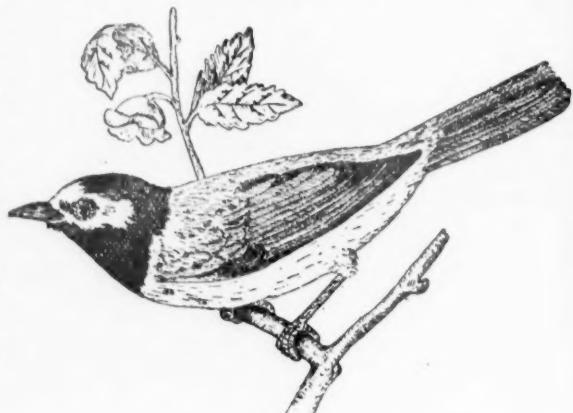
Error is the antecedent of it. By supposing that hearts is the antecedent, as the student often does, not only does he fail to get the author's thought, but the wrong interpretation makes the author guilty of violating the law of agreement between the pronoun and its antecedent.

3. The third object in the study of technical grammar is to prepare to study other languages. Woe unto the student of other languages who does not understand his own fairly well. The teachers of country schools may feel that they are not concerned in this third object, as their students do not study the other languages. In time some of them do, more of them should, and all of them should be so taught that they may pursue the study of other languages with pleasure and profit.

BIRDS.

BY LAWRENCE BRUNER, ENTOMOLOGY, NEBRASKA
STATE UNIVERSITY.

In the words of that pleasing writer, Dr. Elliott Coues, "The warblers have we always with us, all in their own good time; they come out of the south, pass on, return, and are away again, their appearance and withdrawal scarcely less than a mystery; many stay with us all summer long, and some brave



HOODED WARBLER.



BLACK-BILLED CUCKOO.*

the winters in our midst. Some of these slight creatures, guided by unerring instinct, travel true to the meridian in the hours of darkness, slipping past like a 'thief in the night,' stopping at daybreak from their lofty flights to rest and recruit for the next stage of the journey. Others pass more leisurely from tree to tree, in a ceaseless tide of migration, gleaning as they go; the hardier males, in full song and plumage, lead the way for the weaker females and yearlings. With tireless industry do the warblers befriend the human race; their unconscious zeal plays due part in their nice adjustment of nature's forces, helping to bring about the balance of vegetable and insect life without which agriculture would be in vain. They visit the orchard when the apple and pear, the peach, plum, and cherry are in bloom, seeming to revel carelessly amid the sweet-scented and delicately-tinted blossoms, but never faltering in their good work. They peer into the crevices of the bark, scrutinize each leaf, and explore the very heart of the buds, to detect, drag forth, and destroy those tiny creatures, singly insignificant, collectively a scourge, which prey upon the hopes of the fruit-grower, and which, if undisturbed, would bring his care to naught. Some warblers flit incessantly in the terminal foliage of the tallest trees; others hug close to the scored trunks and gnarled boughs of the forest kings; some peep from the thicket, coppice, the impenetrable mantle of shrubbery that decks tiny water-courses, playing hide-and-seek with all comers; others, more humble still, descend to the ground, where they glide with pretty mincing steps and affected turning of the head this way and that, their delicate flesh-tinted feet just stirring the layer of withered leaves with which a past season carpeted the ground. We may seek warblers everywhere in the season; we shall find them a continual surprise; all mood and circumstance is theirs."

CUCKOOS.

The cuckoos are among the few birds that habitually feed upon hairy caterpillars, such as the various "tent-making" species. They also destroy large numbers of other insects which they find among the foliage of trees. Although shy birds they are frequently seen in cities, where they do their share in protecting the trees from the ravages of insect pests.

THE GREBES.

The grebes feed chiefly upon snails and other aquatic animals, such as are found in and about their haunts. They also destroy grasshoppers and such other insects as come across their path. They cannot be set down as injurious, neither can they be termed beneficial, on account of their food-habits.



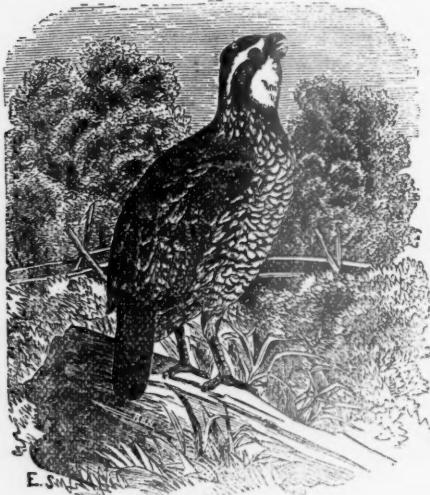
GREBE.*

GROUSE, PARTRIDGES, ETC.

The various members of the present family, while belonging to a grain-eating group, are certainly quite prominent as insect destroyers. Especially is this true with respect to the quail, prairie hen, sharp-tailed grouse, and wild turkey, all of which occupy most of the summer in capturing and destroying vast numbers of such insects as are found on the prairies. Grasshoppers, locusts, crickets, caterpillars, and similar insects thus form the bulk

*All these cuts are used by permission of *The Nebraska Teacher*.

of their insect food, forms that are all among the most numerous as well as destructive species. In writing about these birds as insect destroyers Professor Samuel Aughey writes: "I happened to be in the Republican valley in southwestern Nebraska, in August, 1874, when the locusts invaded that region. Prairie chickens and quails, that previous to their coming had a large number of seeds in their stomachs when dissected, seemed now for a time to abandon all other kinds of food. At least from this onward for a month little else than locusts were found in their stomachs. All the birds seemed now to live solely on locusts for a while."



BOB WHITE; QUAIL.*

In winter and at other times of the year when insect life is scarce and difficult to obtain these birds feed more or less extensively upon seeds and other kinds of vegetation. Some even enter cultivated grounds and seek food that belongs to the farmer, thereby doing more or less direct injury. The extent of such injury, of course, depends upon the number of birds engaged in the depredations, and also on the time over which it is allowed to extend. If corn and other grain is harvested at the proper time, but little damage ensues; but if allowed to remain in the field throughout winter much of the crop is liable to be taken by the birds.

BIRDS OF PREY.

In summing up the food-habits of the hawks and owls as found in the State, I can do no better than to quote Dr. C. Hart Merriam's words used in his letter of transmittal to the Secretary of Agriculture when submitting for publication a report on the hawks and owls of the United States. He writes as follows:

"The statements herein contained respecting the food of the various hawks and owls are based on a critical examination, by scientific experts, of the actual contents of about 2,700 stomachs of these birds, and consequently may be fairly regarded as a truthful showing of the normal food of each species. The result proves that a class of birds commonly looked upon as enemies to the farmer, and indiscriminately destroyed whenever occasion offers, really rank among his best friends, and with few exceptions should be preserved and encouraged to take up their abode in the neighborhood of his home. Only six of the seventy-three species and subspecies of hawks and owls of the United States are injurious. Of these, three are so extremely rare they need hardly be considered, and another (the fish hawk) is only indirectly injurious, leaving but two (the sharp-shinned and Cooper's hawks) that really need to be taken into account as enemies to agriculture. Omitting the six species that feed largely on poultry and game 2,212 stomachs were examined, of which 56 per cent contained mice and other small mammals, 27 per cent insects, and only 3½ per cent poultry or game birds. In view of these facts the folly of offering bounties for the destruction of



SHORT-EARED OWL.*

hawks and owls, as has been done by several States, becomes apparent, and the importance of an accurate knowledge of the economic status of our common birds and mammals is overwhelmingly demonstrated."—The Nebraska Teacher.

LITERATURE.

HENRY WADSWORTH LONGFELLOW.

(1807-1882.)

From American and British Authors, by F. V. Irish,
Columbus, O.

"Ah! gentlest soul! how gracious, how benign
Breathes through our troubled life that voice of
thine,
Filled with a sweetness born of happier spheres,
That wins and warms, that kindles, softens, cheers,
That calms the wildest woe and stays the bitterest
tears!"

These beautiful and tender words of Dr. Holmes in praise of his friend, Henry W. Longfellow, touch the musical and moral heartstrings of the American people, and awaken "the better angel of our nature" like the sweet songs of childhood.

Few of the vast multitude who have learned to love Longfellow through his songs ever saw the face of this "gentlest soul," or were ever gladdened by hearing that voice, "filled with a sweetness," "that wins and warms, that kindles, softens, cheers;" yet have not all our hearts been made more tender and sympathetic as we wandered and wept with the gentle *Evangeline*? Memory even now repeats with measured cadence that beautiful tribute to woman's constancy:

"Ye who believe in affection that hopes, and endures, and is patient,
Ye who believe in the beauty and strength of woman's devotion,"

and those exquisite lines so full of moonlight beauty:

"Silently one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels."

And who has not been made nobler and truer by the companionship of the gentle, scholarly John Alden and the true-hearted Puritan maiden as they walked through the Plymouth woods, or across the fields, or watched the Mayflower disappear over the crest of the ocean? Priscilla's sincere, womanly words linger with us:

"Let us, then, be what we are, and speak what we think, and in all things

Keep ourselves loyal to truth and the sacred professions of friendship."

And then whose heart is not thrilled, and filled with a deeper love for his country as he reads that "sunburst of patriotism, the superb apostrophe to the Union," at the close of *The Building of the Ship!*

"Thou, too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!"

A Psalm of Life touches the heroic chord of our nature, breathes new courage into our hearts, and sustains our faltering purposes; *The Builders*, *The Ladder of St. Augustine*, and *Excelsior*, appeal to the manly virtues of self-reliance and heroic endeavor; *The Bridge*, *The Day Is Done*, *Nature*, *Hia-watha*, *Morituri Salutamus*, and many other poems are full of tenderness and beauty; and *The Arrow and the Song* and *Santa Filomena* stir the noblest instincts of our nature, inspire to beautiful and noble deeds, for the sweet song is "found again in the heart of a friend," and

"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise."

The beautiful and tender poems, *To a Child*, *Children*, *The Old Clock on the Stairs*, and *From My Arm-Chair*, make Longfellow the favorite of the children. Our critic and essayist, E. P. Whipple, says: "The Village Blacksmith and God's-Acre have a rough grandeur, and Maidenhood and Endymion a soft, sweet, mystical charm which advantageously display the range of powers. Perhaps Maidenhood is the most finely poetical of all his poems. Nothing of its kind can be more exquisitely beautiful than this delicate creation. It appears like the utterance of a dream."

"Like the swell of some sweet tune,
Morning rises into noon,
May glides onward into June."

In Portland, Maine, "the beautiful town that is seated by the sea," in the fine old ancestral mansion, then standing in the open fields, Henry W. Longfellow was born February 27, 1807, and here with most favorable surroundings and under most auspicious stars, he spent his childhood. His father, the Hon. Stephen Longfellow, a graduate of Harvard with Dr. Channing, Judge Story, and other

noted men as classmates, was a man highly honored for his ability, integrity, and purity of life. Mrs. Longfellow was very beautiful in person and character, fond of music and poetry, an enthusiastic lover of Nature in all "her visible forms," and above all, a faithful, affectionate wife and a devoted mother. In his poem, *My Lost Youth*, the poet tells of his childhood home and its precious companionships:

"I can see the breezy dome of groves,
The shadows of Deering's Woods;

his classmates, to make special preparation for his work as Professor of Modern Languages in his alma mater, young Longfellow spent four years in travel and study in Europe, visiting England and residing in France, Spain, Italy, and Germany. About two years after his return from Europe, he married Mary Storer Potter, of Portland, a beautiful, highly accomplished, and most amiable young lady. They were deeply devoted to each other, and spent three years of happy home-life in the old college town of Brunswick.

Elected to the chair of Modern Languages in Har-



LONGFELLOW'S HOME.

This cut and the one of Longfellow on the cover are used by permission of E. M. Perry, Malden, Mass., who furnishes these pictures to schools at \$1.00 per hundred. 400 subjects.

And the friendships old and the early loves
Come back with a sabbath sound, as of doves
In quiet neighborhoods.
And the verse of that sweet old song,
It flutters and murmurs still:
'A boy's will is the wind's will,
And the thoughts of youth are long, long
thoughts.'"

After graduating from Bowdoin College in the class of 1825, with Nathaniel Hawthorne as one of

vard College, and wishing to make a study of Scandinavian literature and to continue his studies in Germany, he sailed for Europe in the spring of 1835, accompanied by his wife and two of her young lady friends. On the tour Mr. Longfellow met his first great sorrow. After visiting London, and seeing many of its noted people and places, spending a delightful summer in Copenhagen and Stockholm, on their way to Germany, Mrs. Longfellow was taken sick, and after a short illness died at Rotterdam on the 29th of November. In that beautiful

and most tender poem, *The Footsteps of Angels*, the poet has embalmed the memory of this young wife, "the Being Beauteous," who whispered to him with her dying breath, "I will be with you and watch over you." At Heidelberg, where Mr. Longfellow was to pursue his studies, he met Mr. Bryant for the first time, and was cheered and encouraged by that serene soul whose Thanatopsis had even given dignity to death, and made it almost beautiful. Mr. Bryant did not remain long at Heidelberg, but Mrs. Bryant and their two daughters remained through the winter and continued to cheer Mr. Longfellow in his sorrow and loneliness.

In a tour through Switzerland the following summer, he found the tablet containing the inscription which he made the motto of Hyperion and of his future life: "Look not mournfully into the Past. It comes not back again. Wisely improve the Present. It is thine. Go forth to meet the shadowy Future, without fear, and with a manly heart." It was on this tour that he met Frances Appleton, of Boston, the "Mary Ashburton" of that delightful romance, Hyperion, the poet himself being "Paul Fleming." On his return to America in the fall of 1836, Mr. Longfellow began his work in Harvard College, a work which occupied eighteen of the best years of his life. Among the sad memories of the past came to the lonely teacher and poet happy memories of the delightful companionship of the beautiful, cultivated, and sympathetic Frances Appleton. He renewed his acquaintance, became a devoted lover, and seven years after the first meeting beyond the sea, he claimed her as his bride. Mr. Appleton purchased for the newly married couple the historic old mansion called the Craigie House, where Mr. Longfellow had made his home since he came to Cambridge. It is a fine old-fashioned house surrounded by trees, and is on Brattle street, on the way from Harvard University to Mt. Auburn. In the poem, *The Old Clock on the Stairs*, the poet gives this glimpse of his home:

"Somewhat back from the village street
Stands the old-fashioned country-seat."

And as one enters the hall he faces the old clock:

"Half-way up the stairs it stands,
And points and beckons with its hands."

This old house was once Washington's headquarters, and the room over the study, afterwards the nursery for the poet's children, was Washington's sleeping room, and was the room occupied by Mr. Longfellow before his marriage to Miss Appleton. In his poem, *To a Child*, he writes:

"Once, ah, once, within these walls,
One whom memory oft recalls,
The Father of his Country, dwelt."
* * * * *

"Up and down these echoing stairs,
Heavy with the weight of cares,
Sounded his majestic tread;
Yes, within this very room
Sat he in those hours of gloom,
Weary both in heart and head."

With honor, fame, and the choicest friends, the days at the Craigie House "glided on like rivers that water the woodlands," peaceful and beautiful, and when as the years rolled by, lovely children came to complete the happiness of their home, the real life of Mr. and Mrs. Longfellow was deeper and sweeter than the beautiful romance of "Paul Fleming" and "Mary Ashburton." They enjoyed eighteen years of precious home-life with that sweet and perfect companionship which can only come to such choice spirits, and then, in the midst of all this happiness, came the sudden and tragic death of Mrs. Longfellow which changed the joy of this home into an abiding sorrow.

"On the 9th of July his wife was sitting in the library, with her two little girls, engaged in sealing up some small packages of their curls which she had just cut off. From a match fallen upon the floor, her light summer dress caught fire. The shock was too great and she died the next morning. Three days later, her burial took place at Mount Auburn. It was the anniversary of her marriage day; and on her beautiful head, lovely and unmarred in death, some hand had placed a wreath of orange blossoms. Her husband was not there, confined to his chamber by the severe burns which he had himself received."

Mr. Longfellow never recovered from his sorrow, but mourned her until the hour of his death.

In the early springtime, March 24th, 1882, Henry W. Longfellow vanished from among our earthly singers, and went "to join the choir invisible." His body, beautiful even in death, was borne to Mount Auburn and by loving hands was laid by the side of that of his companion whom he had mourned for more than twenty long years. Truly his passing from earth "seemed like the ceasing of exquisite music," and is eloquently described by his friend and fellow poet, E. C. Stedman: "I see him, a silver-haired minstrel, touching melodious keys, playing and singing in the twilight, within the sound of the roar of the sea. There he lingers late; the curfew bell has tolled and the darkness closes round, till at last that tender voice is silent, and he softly moves unto his rest."

Hushed now the sweet consoling tongue
Of him whose lyre the Muses strung;
His last low swan-song has been sung!

—Whittier.

QUOTATIONS.

Sculpture is more than painting. It is greater
To raise the dead to life than to create
Phantoms that seem to live.

—Michael Angelo.

All are architects of Fate,
Working in these walls of Time:
Some with massive deeds and great,
Some with ornaments of rhyme.

—The Builders.

Oppression and sickness, and sorrow and pain,
Shall be to our love as links to the chain.

—Annie of Tharaw.

Joy and Temperance and Repose
Slam the door on the doctor's nose.

—Poetic Aphorisms.

Nothing with God can be accidental.—Golden Legend.

Patience is a plant that grows not in all gardens.—
Michael Angelo.

To be strong is to be happy.—Golden Legend.

Silence and solitude are the soul's best friends.—
Michael Angelo.

Take the Sunday with you through the week
And sweeten with it all the other days.

—Michael Angelo.

War is a terrible trade; but in the cause that is
righteous sweet is the smell of powder.—Miles
Standish.

Fame is the fragrance of heroic deeds.—Tales of
a Wayside Inn.

Man is unjust, but God is just; and finally justice
triumphs.—Evangeline.

Something the heart must have to cherish,
Must love, and joy, and sorrow learn;
Something with passion clasp or perish,
And in itself to ashes burn.

—Hyperion.

Be still sad heart and cease repining,
For behind the cloud is the sun still shining.

Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

—The Rainy Day.

The heights of great men reached and kept
Were not attained by sudden flight,
But they while their companions slept
Were toiling upward in the night.

—The Ladder of St. Augustine.

LONGFELLOW ANECDOTES.

Mrs. C. H. Stanley, in the New England Journal of Education, gives the following anecdotes about Longfellow:

THE ORIGIN OF "EVANGELINE."

Nathaniel Hawthorne and Mr. H. L. Connolly were dining one day with Mr. Longfellow, and Mr. Connolly told the story which is the groundwork of "Evangeline." Some conversation ensued as to its suitability for a romance or a poem. Hawthorne was not drawn to it, and told Mr. Longfellow, who, on the contrary, was deeply impressed by it, that he would relinquish all claim to it in his favor. The beautiful poem was the result.

WELL ADVERTISED.

Perhaps the most widely known of Longfellow's poems is "Hiawatha." It appeared in 1855, attracted immediate attention, and was severely criticised. The newspapers all over the country took up the discussion, and the feeling became intense. Through all this storm Mr. Longfellow remained calm, paying no attention to assailants or defenders.

It is said that Mr. Field, the publisher, one day hurried off to Cambridge in a state of great excitement, that morning's mail having brought an unusually large batch of attacks and parodies, some of the charges being, he considered, of a seriously damaging character.

"My dear Mr. Longfellow," he exclaimed, bursting into the poet's study, "these atrocious libels must be stopped!"

Longfellow glanced over the papers without comment. Handing them back, he quietly asked:

"By the way, Fields, how is 'Hiawatha' selling?"

"Wonderfully!" replied the excited publisher.

"None of your books has ever had such a sale."

"Then," said the poet calmly, "I think we had better let these people go on advertising it."

A POET'S PAY.

The advance in the pecuniary value of Mr. Longfellow's poems is somewhat remarkable. For "A Psalm of Life" he was promised \$5, and received nothing. For "The Hanging of the Crane," a poem of 200 lines, he received from Mr. Bonner \$4,000.

MR. LONGFELLOW'S MESSAGE TO THE CINCINNATI CHILDREN.

In 1880, Superintendent Peaslee, of Cincinnati, wrote to Mr. Longfellow that he was preparing for a celebration of his birthday by the 15,000 school children of Cincinnati.

Mr. Longfellow wrote in reply: "I can only send my Christmas and New Year's greetings to the grand army of your pupils, and ask you to tell them, as I am sure you have often told them before, to live up to the best that is in them; to live noble lives—as they all may in whatever condition they may find themselves—so that their epitaph may be that of Euripides:

"This monument does not make thee famous, O Euripides! but thou makest the monument famous!"

A YOUTHFUL PROFESSOR.

A visitor to Cambridge, in Massachusetts, is very sure to make his first question: "Where is Mr. Longfellow's house?" and anyone whom he meets will be able to tell him. The ample, dignified mansion, built in colonial days, and famous as the headquarters of Washington during the first year of the war for independence, is in the midst of broad fields, and looks across the meadows to the winding Charles and the gentle hills beyond.

Here came, in the summer of 1837, a slight, studious-looking young man to see the owner of the house, Mrs. Craigie. The visitor asked if there was a room in her house that he could occupy. The stately old lady replied, as she looked at the youthful figure:

"I lodge students no longer."

"But I am not a student; I am a professor in the university."

"A professor?" She looked curiously at one so unlike most professors in appearance.

"I am Professor Longfellow," he said.

"Ah! That is different. I will show you what there is." She led him up the broad staircase into the southeast corner room of the second story.

"This was General Washington's chamber," she said. "You may have this;" and here he gladly set up his home.

When Mrs. Craigie died, Mr. Longfellow bought the house, and it has remained in the possession of the family ever since.

LONGFELLOW'S FRIENDS.

A frequent visitor at Craigie house, when Congress was not in session, was Charles Sumner, the scholarly Senator for Massachusetts and the representative man of New England politics.

A frequent guest, too, was James Russell Lowell, who succeeded to the professorship formerly held by Mr. Longfellow. In conversation brilliant and amusing, Mr. Lowell was one of the persons in whose company one could scarcely be without carrying away something worthy to be remembered.

And often, too, came Agassiz, with his gentle and genial spirit, his child-like devotion to science, and his eager interests in the politics of the day.

LONGFELLOW'S LAST WRITTEN WORDS.

In Harper's Magazine for March, Mr. Longfellow read, in an article on Mexico, a few lines speaking of the bells of the destroyed convent of San Blas on the Pacific coast. They touched his imagination, and on the 15th of March he wrote the closing stanza of the poem which they suggested. Had he known that they were to be the last verses he would write, could he have chosen any more fitting close?

"Out of the shadow of night
The world moves into light;
It is daybreak everywhere!"

SCHOOL AND COLLEGE NOTES.

Robert H. Crowell returns to Lincoln University as professor of languages. It is regarded as especially good fortune for this university to secure again the man who left there a few years ago enjoying the high esteem of faculty and students.

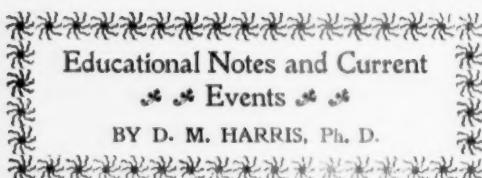
President David J. Hill, of Rochester University, has been appointed First Assistant Secretary of State by the President. Dr. Hill has a wide reputation for his profound knowledge of international law.

John E. Stocker, of the Western Military Academy, at Upper Alton, Illinois, was unanimously elected principal of the high school in Bethlehem, Pa., over a large number of applicants.

Shurtleff College, Upper Alton, Ill., has an exceptionally strong course of lectures which are delivered in the chapel every Friday morning during the entire college year. Such strong men as Dr. R. H. Jesse, President of the University of Missouri; John W. Cook, President of the Illinois State Normal University; Albion W. Small, University of Chicago; Col. Francis W. Parker, Chicago Normal School, and many others equally as well known will make addresses during the course. The students of old Shurtleff are certainly fortunate in being able to hear such men.

Prof. L. C. McLeod, of Smileyville, Mo., spent a few minutes in this office last week. He goes to Coulksville, Ark., to take charge of the schools at that place.

The Manual Training School, Washington University, St. Louis, will organize a mid-year class on January 30, 1890, for the term which will open on February 1, 1890. No better place can be found anywhere to "put the whole boy to school" than at this, the pioneer of manual training schools.



Educational Notes and Current Events

BY D. M. HARRIS, Ph. D.

Educating the Memory. It is held by some philosophers that no intellectual operation can be performed without the memory. Whether this is strictly true or not it is certain that intellectual development without memory is impossible. Whatever may be true of the original of our ideas it is absolutely certain that the intellectual powers are awakened through the senses. All knowledge begins in simple sensation, without which the giant intellect must remain in absolute torpidity. Physical sensations are the bases of all our mental operations. Perception is impossible without sensation. The mind in some unknown way perceives the impressions made on the senses and uses these in forming mental images. Memory is simply the reproduction of our mental images, more or less perfect. Without the power to recall a mental state there could be no reason or understanding. We should have nothing but sensations and passing perceptions. The mind could never recall any past experience and construct any chain of reasoning. The operation by which the child passes from unconsciousness to consciousness is a complex and intricate one. Even in this process of personal self-recognition the memory plays an important part. If it be true that we can have no perceptions without sensations and no mental development without memory, we see at once the importance of training the memory. But back of a trained memory must be correct and accurate perceptions. Through the eye, the ear, the touch and the other senses should come as many impressions as possible. The memory not being a primary faculty or power depends entirely almost upon what is furnished to it. If the senses are not trained it is utterly impossible to train the memory. Every child should be required frequently to recall what it has seen or heard or learned through any one of the senses. How few teachers require children to recall the color of a flower or the odor of a viand or the voice of a friend. The eye can not be trained without the help of the memory. The child should be required to describe colors, noises, forms, odors and smells. In training the memory in this way the pupil is led naturally to observe carefully. We can not easily overestimate the importance of testing often the power of the pupil to recall what has been observed. Little as we may think of it this process must pre-

cede the development of the judgment, the reason, the imagination, the will and even the conscience. A child whose life has been crowded with definite, clear and strong perceptions will, if properly taught, have a rich imagination and fine reasoning powers. In all the mental operations the memory plays a most important part. No man without a good memory can hope to achieve eminence in literature, philosophy, language or art. By artificial aids the mind may make painful progress without a well developed memory, but the highest success is inseparably connected with an educated memory.

Compulsory Education. In France education is universal, compulsory and free. It ought to be compulsory everywhere. Every individual member of society is always and everywhere useful and helpful. Society is more important than the individual and whatever promotes the general welfare should receive the hearty support of the public. It is a social issue of the most vital character. Ignorance and vice have been found in the same company so often that one almost invariably suggests the other. Indeed, ignorance works well nigh as much harm to society as vice. While it is not true that all intelligent persons are virtuous or all ignorant persons vicious, yet the rule is that vice and ignorance go hand in hand. The old philosophers held that all vice is the offspring of ignorance and that virtue is born of knowledge. There is truth enough in this philosophy to make it interesting at least. Certain it is that ignorance is in no sense of the word a blessing, but rather a curse to society. If this be true it is the business of society to remove the evil. The only means by which ignorance can be reduced is by education. The child is born ignorant and it is somebody's duty to educate the child. From the very nature of the case the parents of a child are unable to provide it with an education adequate to its needs.

Knowledge is an accumulation of generations of men. It is a social result and society must unite in order to perpetuate the results of learning. The school is an institution of society and is in no real sense an individual affair. The public school is the product of the public intelligence and should be supported by the entire community.

Now the logical outcome of the public school is universal, compulsory and free education. Partial education is an injustice to taxpayers. The State imposes a compulsory tax to support the public school on the ground that the public good requires such school. It is illogical and unjust to force citizens to support an institution which does not accomplish the end of its existence. Just to the extent of its universality is the school a public bless-

ing. The rich and the childless are accustomed to complain of the injustice of the public school tax and their complaint is just if the education for which they pay is not received. It is an iniquity to compel a rich man to pay taxes to educate his poor neighbors' children if they are permitted to run on the streets and grow up in ignorance. We are always trying to avoid class legislation and in this we do right. But there is no class legislation so odious as school legislation that compels one class to pay for what another class may accept or let it alone. Consistency demands that education provided by the public should be compulsory.

Home Training. The beginnings of all education are in the home. The school is simply an aid to the home. Nearly all the powers of the child have been started in their development before it enters the school. The educational process can not be deferred until the child is old enough to enter the school. Long before the boy or girl has crossed the threshold of the school house the foundations of mental and moral character have been laid. The first six years of a child's life are far the most important years of its existence on earth. Neglect or abuse during these years can never be remedied. Not only habits of speech have been established before the child enters the school, but habits of thought and moral character have been established almost beyond the power of complete change. How important then home training becomes. Every parent should be a teacher. Child study has become a fad of late years, but it is a fad that should never pass away. The intelligent father and mother should have the aid of some valuable work on psychology. They should become observers of child habits, predilections and peculiarities at the birth of their first child. Parents should superintend the unfoldings of their children's physical, mental and moral natures. The criminal carelessness and indifference so prevalent among even intelligent and well-meaning people is appalling. Millions of children are born and reared without the aid of intelligent direction. If nature had not provided the poor creatures with instincts that help through the period of their infancy, but few of them would stand the least chance of escaping idiocy. The home is the place where the child's voice, eye, ear and hand should be given most intelligent care and attention. Many children are suffered to grow to school age before they are taught to articulate. Their little voices are utterly neglected and permitted to form themselves without the aid of experience. But the worst is not in neglecting the physical senses, but the moral and social nature of the child is frequently wholly ignored. Selfishness, greed, passion and depravity often subvert a child's life before it arrives

at the school age. Most children may be trained to correct habits of observation and to right action before they are seven years of age. School teachers are the natural advisers of parents. While they should not meddle with the delicate questions connected with domestic affairs, teachers may by tact and wisdom do as much for parents as they do for their pupils. If the home co-operate with the school the results are always more satisfactory. The wise parent will recognize in the teacher a fellow helper in the work of training their children.

Joint Traffic Association. The United States Supreme Court on last Monday decided the Joint Traffic Association case in favor of the government and against the railroads. The decision is considered one of the most important and far reaching decisions ever decided by the Supreme Court of the land. The Joint Traffic Association was formed in November, 1895, by 31 railways and their branches. The object of the association was to establish and maintain reasonable and just rates, fares and regulations on state and interstate traffic. It was contended that the association was in violation of the Sherman anti-trust law and it was attacked by shippers and citizens generally. The case was begun in January, 1896, and was conducted by the attorney general of the United States in behalf of the people. The best legal talent in America was employed by the railroads and every inch of the ground was fought with great stubbornness. Such eminent legal lights as George F. Edmunds, James C. Carter and Edward J. Phelps represented the railway companies. The chief contention of the government was that the association was a combination to prevent competition, thus constituting a contract in restraint of trade or commerce. The defendants held that combination was necessary to protect the interests of trade and commerce. All the judges except three concurred in the decision reached. The three dissenting judges were Justices Gray, Shiras and White.

The decision adverse to the railroads is of immense importance to the people of the United States. It is the first great victory in the fight against trusts. If the railways had won the hope of winning against the trusts would have been slim indeed. Combination is a restraint upon competition and unless economics are based on false principles the Joint Traffic Association was a monstrous iniquity. If the railroads have the right to combine for their benefit there is no law under heaven to prevent every other industry from combining. The railroads had been cutting one another's throats to get business and when they got tired of competition they formed a combination and

agreed to divide the profits among them. Having failed to induce Congress to authorize them to pool their rates they entered a voluntary association to do what the national legislature refused to allow them to do. Railroad managers will have to learn to moderate their greed for business. They must enter the open market just as other business enterprises do and take their chances. The whole truth in the case is that there are too many railroads for the traffic. But they have no right to form trusts to force the public to support roads that are not needed.

Justice to the Indian. That equal justice is meted out to the Indian and the white man no honest American can pretend to believe. While we are engaged in comparing ourselves with other nations we would do well to reflect a little over the treatment we accord to the weak and the defenseless among us. Let the Indian and the Negro stand up as witnesses before the world and give their testimony. Hundreds and thousands of Indians have been slain by treacherous white men. The tale of the Indian's wrongs will soon have to be told by other than Indian lips. The race of the Redman is fast disappearing. We have given liberty to the Negro, but we have not given him justice. We shoot him down, lynch him and burn him without trial. The troubles in Minnesota are said to have arisen over the mistreatment of an Indian chief, who was deceived by an official who took him to Duluth as a witness, under the promise that he should be returned at the government's expense. Out of this outrage grew the bloody encounter at Bear Island, where several United States soldiers and a number of Indians were killed. Instead of punishing the Indians for this crime there ought to be a thorough investigation so as to fix beyond doubt the responsibility for the trouble. Unfortunately it is seldom, if ever, possible to find a white man guilty of wronging an Indian or of lynching a Negro. Governors offer big rewards for detection of the perpetrators of such crimes, and judges of the courts deliver eloquent instructions to grand juries urging them to indict even the best citizens, if necessary, to suppress the outrages, but there the matter ends.

Spain Yields. The Spanish Peace Commissioners have at last accepted the inevitable and have yielded Cuba and Porto Rico unconditionally. The clauses agreed upon are:

First—That Spain relinquishes all claim and her sovereignty over and title to Cuba.

Second—That Porto Rico and an island in the Ladrones—Guam—be ceded to the United States.

The Spanish Commissioners, however, have stipulated that in case the Commission shall not be able to agree in regard to the control and disposition of the Philippines the whole treaty shall be null and void. The whole Spanish case, therefore, may stand or fall with the settlement of the Philippine question. It is now reported that the President has decided to demand the whole Philippine group and to insist upon Spain's surrendering to the United States her sovereignty in the Pacific. At first President McKinley was opposed to annexing the Philippine archipelago, but according to Washington correspondents, fuller information and the opinion of military and naval commanders familiar with the Philippine situation have convinced the President that when Admiral Dewey destroyed the Spanish fleet in Manila Bay and when later General Merritt took the city of Manila, Spanish sovereignty in the Philippines was annihilated and it became a duty which the United States owed to the inhabitants of the islands and to civilization to establish in the Philippines a better government than the one which has been destroyed by American arms.

The cry of the Jingoes has prevailed. Even the churches and religious organizations of all kinds have been carried away with the absurd idea that where the flag has once been hoisted it should never be hauled down. Countless false reports have been invented to fire the American heart to induce the people to annex twelve millions of people mostly for the benefit of the trusts, syndicates and corporations we are trying to suppress. Our commissioners, except, perhaps, Senator Gray, are all enthusiastic expansionists and will no doubt heartily enforce the wish of the people. It is reported that we are even willing to assume the Philippine debt to the extent of \$40,000,000, rather than lose the islands. We are going to annex the islands, even at the risk of a war with the natives, who are clamoring for independence. It would be infinitely better to permit the Filipinos to govern themselves than to annex them to the United States. If a protectorate be necessary for a while let it be established, but it appears to us to be the height of absurdity to make them a part of the United States. It is gratifying to observe amidst all the wild excitement evidences of sanity here and there. Stewart L. Woodford, our late Minister to Spain, has proclaimed his opposition to annexation. In Massachusetts and several of the New England States there is a growing opposition to the jingo policy. The only hope of escape now is in the Senate's refusal to ratify the treaty.

ORDER YOUR HOLIDAY BOOKS NOW AND AVOID THE DELAYS OF CHRISTMAS TIME.

AMONG THE INDIANS.

From Geographical Reader of North America, by
F. G. Carpenter. Published by American
Book Co. Price 60c.

We find Indians not only in the hop fields of Washington, but at the railroad stations in the west, where they have come to sell deer and buffalo horns and moccasins made of skins and embroidered with beads.

What queer people they were and how sober they look as they squat or stand about the depot with their merchandise in their hands! Their faces are of a reddish or copper color. That is why they are called the red race. They have long, coarse hair, straight noses, high cheek bones and black eyes. Both men and women part their hair in the middle and wear it long.

But where are the feathers that we usually see in the pictures?

Very few Indians wear feathers in their hair in times of peace. Indians now dress very much like white folks except that they have gayly colored blankets over their shoulders.

Some of the men wear soft hats and nearly all of them wear pantaloons. The women or squaws wear dresses, but their heads are bare. Some of the women have curious bundles on their backs. The bundles look like bags or boxes made in the shape of a little coffin. There is a squaw who has turned about and we can see the bundle more plainly. Notice that hole in the top and the odd little brown head peeping out of it. This is an Indian baby or papoose. See how sober it is.



A PAPOOSE.*

It turns its head about, but does not cry. Indian babies seldom cry, though you would think that being squeezed up in that cramped position would make them do so. When the mother goes home, she takes the baby off her back and stands its curious cradle up against a log or the side of the house until she is ready to take it again.

But where do the Indians come from? When Columbus discovered America there were Indians all over the continent. They were the only people on this side of the world. There were not very many of them, however, and it is said that there were not half as many Indians in our entire country as there are now people in Chicago.

When our forefathers landed on the Atlantic



INDIAN CHIEF.*

coast they made treaties with the Indians by which they got some land. Then there were Indian wars, and step by step the white people crowded the Indians westward.

They made other treaties by which they paid the Indians for more and more of their lands, until now all of the country which the Indians have left is not much more than half as large as the state of Texas. This land is chiefly in the west and a large part of it is among the Rocky Mountains. It is divided up into many tracts called reservations, each reservation belonging to one tribe or nation of Indians. There are many such reservations in different parts of our country, the largest of all being the Indian Territory.

And are there many different kinds of Indians?

Yes, indeed. All Indians are by no means alike. If the boys of the different Indian tribes were to

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come together, they could no more understand one another than American boys could understand the language of German, French or Italian children. There are more than 60 different Indian languages spoken in the United States and the only way some tribes have of communicating with other tribes is by signs.

There is also a great difference in the customs of the different Indian tribes. Some are civilized and a few are still savage. The savage Indians who once lived east of the Mississippi are now confined to some of the western reservations, and are chiefly hunters and fishermen.

They farm but little and still live in wigwams or tents made of bark or skins. They move their camps from place to place and their chief wealth is in their cattle and horses.

The savage Indians were in former times dangerous and cruel foes. They took delight in killing women and children. They hid behind rocks and bushes to fight. Still, when they were cornered, they would fight to the death. They used tomahawks to brain their victims and delighted in torturing their captives and in burning them at the stake. They scalped the men they killed in battle; that is, they cut a little piece of skin about as big as a dollar out of the crown of the head of each man, leaving the hair on so they could tie it to their belts. It was a great honor to a warrior to have taken many scalps.

All the Indians are fond of children. Among the Chippewas, who live in Minnesota, the mother has entire control of the children until they are almost grown. The mother teaches the boys and girls to hunt and fish. They are taught to paddle canoes, and the Chippewa boys and girls are always at their ease on the water.

The children of this tribe choose their own names. When the child arrives at the age of 12 or 13 he finds some morning a bowl of charcoal placed before him instead of his regular food. The child knows at once what this means. It means that he must go off into the woods and fast. He remains in the woods until he falls asleep, and if during his sleep he dreams of some animal, he chooses the name of that animal for his own name and the animal is considered his best spirit.

Girls and boys of this tribe are often married before they are 14, and an Indian usually chooses a good strong girl for his wife, for the squaw does most of the work and a sickly girl is looked upon as being of little account.

Among most of the Indian tribes a brave has to pay a number of ponies for his wife, but the girls have usually the right to choose whether they will be married or not. Among the Osages, who live in

the Indian Territory, when a man wants to marry, he puts on his best clothes, mounts his finest horse and rides about the girl's tent, watching her day after day, until she finally goes out and speaks to him.

If she does this, he knows that she will accept him if he can pay the price to her father. Some-



INDIAN CHIEF, BLACK BEAR.*

times a man can get a good wife for two horses and a dozen skins; but Indian belles have been known to bring as much as two rifles 13 horses and a gallon of whisky.

In some parts of the southwest we shall find Indians who have always lived in towns and whose forefathers were farmers long before Columbus discovered America. There are no queerer towns in the world than the pueblos or towns of the Moqui Indians in New Mexico and Arizona.

Often you will see a little flat topped hill rising seven or eight hundred feet above the rest of the country. Upon these the Indians build their houses because they are then safe from wild animals and from their enemies. They make houses of stone or sundried brick, and build one on top of the other in great terraces or steps, so that you can climb from house to house on ladders. In some of the pueblos there are no doors to the first house and you have to go up a ladder and get on the roof before you can get to the ground floor. To get to the second house you must enter from the roof of the first, and so on.

The roofs of the lower houses form the playgrounds of the children above. Many of the pueblos have dogs and cats; and these animals, as well as the children, climb up and down ladders and

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steep stone steps, going with the greatest ease from roof to roof.

Many of the Pueblo Indians are farmers. Some of them have large peach orchards, surrounded by stone walls to keep out the sheep and goats. They raise apricots, watermelons and also corn, beans and pumpkins. They make blankets, baskets and pottery and in many ways are quite civilized.

The Navajo Indians have thousands of horses and hundreds of thousands of sheep. They are rich Indians and are industrious. They live in round huts made of poles covered with earth, which have holes in the tops for chimneys. Some most beautiful blankets are made by the Navajo squaws. The blankets are woven by hand and often sell for as much as \$100 apiece.

A large number of Indians live in the Indian Territory. This territory is one of the richest parts of the United States. It was set aside for the Indians more than 50 years ago and Congress for a time hoped to make it the home of all the Indians. As it is now, the best part of it is owned by the five civilized tribes. These are the Cherokees, the Chickasaws, the Choctaws, the Creeks and the Seminoles. These Indians govern themselves and many of them are far more civilized than many of our white people. They have beautiful houses and large and prosperous farms. They have schools and churches and live much as we do.

The Cherokees have an alphabet and their books and laws are printed in their own language. At Tahlequah, which is the capital of the nation, a newspaper is published in Cherokee. Many men of these civilized nations marry white girls, and the Indian girls often marry white men.

Some of the Indians are very rich and it is only by intermarriage that the whites can get possession of their lands; for by our law no white man can buy land of an Indian without permission of Congress.

For a long time our government has been trying to civilize the savage Indians. Upon every reservation is a government agent, who gives the Indians certain amounts of food, clothes, cattle and farming tools.

About two-thirds of all the Indians are either wholly or partly supported by the government, and the sums paid for this purpose each year amount to millions of dollars. About one-third of the Indians support themselves and all govern themselves under our laws. There are Indian schools on many of the reservations and there are several large Indian colleges, such as we saw at Hampton, for the education of the Indian boys and girls.

Already a great many of the Indians have adopted the white man's clothing and a large number are partly civilized. Many of them, however, prefer their savage ways, and it will be a long time before they can be made to give up their lazy habits and earn their living by work as we do.

THANKSGIVING DAY.

Let the Thanksgiving programme be arranged especially with a view to interesting the parents in the work of the school. The room should be appropriately decorated and everything arranged to welcome all who come. We will not attempt to arrange a program, for it would have to be rearranged to suit the needs of each school. Every program, however, should include music, scripture reading, prayer and reading of the President's and Governor's proclamation. The following material selected from various sources it is hoped will be found helpful:

WE THANK THEE

For flowers that bloom about our feet,
For tender grass so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see,

Father in heaven, we thank thee!

For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees,

Father in heaven, we thank thee!

For mother's love and father's care,
For brothers strong and sisters fair,
For love at home and school each day,
For guidance lest we go astray,

Father in heaven, we thank thee!

THANKSGIVING EVE.

Hand in hand through the city streets,
As the chill November twilight fell,
Two childish figures walk up and down—
The bootblack Teddie and sister Nell.

With wistful eyes they peer in shops,
Where dazzling lights from the windows shine
On golden products from farm and field,
And luscious fruits from every clime.

"O Teddie," said Nell, "let's play to-night
These things are ours, and let's suppose
We can choose whatever we want to eat,
It might come true, perhaps—who knows?"

Two pinched little faces press the pane,
And eagerly plan for the morrow's feast
Of dainties their lips will never touch,
Forgetting their hunger awhile, at least.

The pavement was cold for the shoeless feet,
Ted's jacket was thin; he shivered and said,

"Let's go to a place and choose some clothes."
"Agreed," said Nell, and away they sped.

To a furrier's shop, ablaze with light,
In whose fancied warmth they place their hands,
And play their scanty garments are changed
For softest fur from far-off lands.

"A grand Thanksgiving we'll have," said Nell,
"These make-believe things seem almost true;
I've most forgot how hungry I was,
And, Teddie, I'm almost warm; aren't you?"

Oh, happy hearts, that rejoice to-day
In all the bounty the season brings,
Have pity on those who vainly strive
To be warmed and fed with imaginings!"
—The Congregationalist.

AFTER HARVEST.

The days of harvest are past again;
We have cut our corn, and bound the sheaves,
And gathered the apples green and gold,
'Mid the brown and crimson orchard leaves,
With a flowery promise the springtime came,
With the building birds and blossoms sweet;
But, oh! the honey, the fruit and wine!
And oh! the joy of the corn and wheat!
What was the bloom to the apple's gold,
And what the flower to the honeycomb?
What was the song that sped the plow
To the joyful song of harvest home?

So sweet, so fair, are the days of youth;
So full of promise, so gay with song;
To the lilt of joy and the dream of love
Right merrily go the hours along;
But yet in the harvest time of life
We never wish for its spring again.
We have tried our strength, and proved our heart!
Our hands have gathered the golden grain;
We have eaten with sorrow her bitter bread,
And love has fed us with honeycomb;
Sweet youth we can never weep for thee
When life has come to its harvest home.

When the apples are red on the topmost bough,
We do not think of their blooming hour;
When the vine hangs low with its purple fruit,
We do not long for its pale green flower;
So then, when hopes of our spring at last
Are found in fruit of the busy brain,
In the heart's sweet love, in the hand's brave toil,
We shall not wish for our youth again,
Ah, no, we shall say, with a glad content,
"After the years of our hard unrest

Thank God for our ripened hopes and toil!
Thank God, the harvest of life is best!"
—Amelia E. Barr, in Wisconsin Farmer.

THANKSGIVING HYMN.

With songs that are joyful, our voices we raise
To God, the world's Father, our Author of days,
Thanksgiving to Him, for He gave us His Son—
The greatest of blessings since earth was begun.

We thank Him for seed-time, for harvest and rain;
For vineyards and orchards, for bountiful grain;
For life, health and pleasure, for freedom from
strife,
Our glorious country! No battle was rife.

For winds, waves and breezes that cool the warm
air,
For moons, stars and sunshine, for flowers so fair;
For autumn and winter, for summer and spring,
We thank Thee, our Father, our Ruler and King.

This hymn of praise will make a capital concert
exercise. The rhythm is so pleasing that it will be
easy to teach the children to recite it in concert,
keeping almost perfect time.

THE FIRST THANKSGIVING.

Read the story of the first Thanksgiving and tell
of the hardships and privations of the early settlers
in this country or better still, have some pupil pre-
pare and read an essay on The First Thanksgiving
Day and then have this poem recited:

"Tis the morn of the first Thanksgiving; the air is
crisp and cold;
The snow lies in drifts in the highways; the wind is
cutting and cold.
From each lowly hut and cottage unto the house of
prayer
With rifles upon their shoulders, the pilgrims as-
semble there.
The dark dreary winter is ended, the spring with
its soft gentle rain,
And the warm, sunny days of the summer have
ripened the much needed grain.
Now each garner is bursting with plenty; each heart
too is filled with great joy.
This winter no famine will haunt them, no terror
their thoughts will employ.
In the bleak little church in the village are gathered
stern men and fair maidens,
Their praises are joyfully ringing and echo over
high hills and glades.
Thus passed the first Thanksgiving Day, with
thanks that e'er came from the heart;
And no matter how humble his station, each per-
son in them took his part.

A THANKSGIVING STORY.

From a History Reader by L. L. W. Wilson, Ph. D.,
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millan Co., New York.

When the English first came to America, they stayed near the sea. After a while many people came over. So they had to go further and further inland.

Among those who traveled across the mountains about 100 years ago was the Moore family. They were looking for a new home. They found it in a forest in Ohio.

There was only one room in the house they built



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there. The two boys slept in a kind of loft. They had to climb a ladder each night.

The first winter was a hard one. Still they had plenty of wood for fire. The boys snared rabbits while the father hunted and fished. So they always had enough to eat.

One of the boys, Obed, had brought with him a package of pumpkin seeds. He wanted to be sure to have a Thanksgiving dinner, even in the forest. He knew that they could shoot plenty of wild turkeys there. But who had ever heard of a wild pumpkin pie?

But before it was time to plant the seeds, some squirrels had carried them away. Poor Obed! He never expected again to taste a pumpkin pie.

Some weeks afterward, in clearing the ground, they were burning some stumps of trees. From a hollow one, out popped a little black eyed squirrel. Obed ran to see the nest. He found some rags and

pieces of paper. "Hello," he said, "this is the very squirrel that carried off my seeds." There were the empty shells, sure enough. But among them were



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still left three whole sound seeds.

All their crops did well that year, but the pumpkin bore best of all. Obed was not willing to have the pumpkins used until Thanksgiving.

But finally one of the children persuaded him to make a jack lantern of the largest.

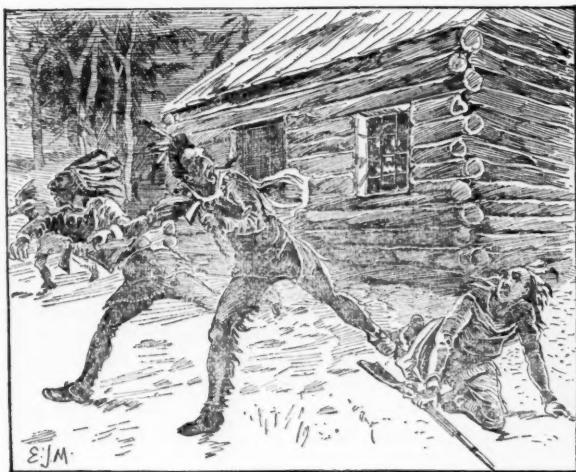
Did you ever see a jack lantern on a dark night? It is a huge grinning monster with eyes and nose and mouth of flame.

Obed cut off the top of the pumpkin. He scooped out the seeds inside. He cut two big holes for eyes. The nose was a triangle and the mouth a long slit. Just as he had finished, a man galloped up.

"Get ready for the Indians," he cried.

They covered up their fires, hoping that the Indians would pass them by. Then Mrs. Moore and the girls went to the loft. Mr. Moore had gone for some winter things to the next village. The two boys stayed below watching. Suddenly they saw shadows moving across the snowy field.

"They are coming," said Obed. "Stand by the win-



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dow with the ax while I get the rifle."

As Obed looked for the bullet pouch, he stumbled across the jack lantern. An idea came to him. He covered the lantern with his coat.

In the ashes he found a live coal. With this he carefully lighted a candle. Then he carried it to the window. He quickly pulled away his coat. The Indians gave a yell and fled to the woods.

All night long Obed kept the lantern at the window. But the Indians were too frightened to return.

Which do you think they liked best that Thanksgiving day, the turkey or the pumpkin pie?

LITTLE PAUL'S THANKSGIVING.

They tossed him and they squeezed him,
And they kissed him one and all;
They said, "You blessed, blessed boy!"
And "Darling little Paul!"

But they didn't give him turkey,
Nor any pumpkin pie,
And when the nuts and grapes went round
They stily passed him by.

But he didn't seem to mind it,
For in the sweetest way
He sat and sucked his little thumb
His first Thanksgiving Day.

—Selected.

BERTIE'S THANKSGIVING.

Hurrah for Thanksgiving! "What for?" did you say?

Why, sir, if you don't know, it's queer;
I'm going to grandpa's; say, ain't that enough
To "rattle" most any boy here?

Did you have a grandpa when you were a boy?
And didn't you go once a year
To help him eat all the jolly good things
He fixes for Thanksgiving cheer?

It's grandma, I spose though, that makes all the pies,
Such stunning ones, pumpkin and mince,
And puddings and cakes, with frosting and tarts
That's quite good enough for a prince.

And there's the turkey, and chicken, and ducks
All stuffed with such jolly good stuff.
A boy has to eat till he can't eat any more,
And then he ain't got half enough.

There's a cute little pig with some corn in his mouth;
You'd think he was going to squeal;

It seems most a pity to eat him up, too,
But he beats them all, by a deal.

And then in the evening there's apples and nuts,
And games till the old clock strikes ten,
Then all the small cousins must go off to bed
And dream it all over again.

But sometimes the dreams don't seem half so nice;
There's Injuns, and bears, and sly mice,
And they dance on your stomach and pull at your scalp
In a manner that ain't very nice.

But they all run away with the bright morning sun,
And we all bundle up and go home.
Then hurrah for Thanksgiving! I say, sir, don't you?
I wish it would hurry and come.

—Housekeeping.

MEMORY GEMS.

In struggling with misfortunes lies the true proof of virtue.—Shakespeare.

* * * * *
Falsehood is susceptible of an infinity of combinations, but truth has only one mode or being.—Rousseau.

* * * * *
O sweet September, thy first breezes bring
The dry leaf's rustle and the squirrel's laughter,
The cool, fresh air whence health and vigor spring,
And promise of exceeding joy hereafter.

—George Arnold.

* * * * *
Life, like the water of the seas, freshens only when it ascends towards heaven.—Richter.

* * * * *
The heart that has once been bathed in love's pure fountain retains the pulse of youth forever.—Landor.

* * * * *
Those who are formed to win general admiration are seldom calculated to bestow individual happiness.—Lady Blessington.

* * * * *
He only is exempt from failures who makes no efforts.—Whately.

* * * * *
Never write anything that does not give you great pleasure; emotion is easily propagated from the writer to the reader.—Joubert.

* * * * *
Good nature is the very air of a good mind, the sign of a large and generous soul, and the peculiar soil in which virtue prospers.—Goodman.

AMERICAN JOURNAL OF EDUCATION.

EXAMINATION.

QUESTIONS FOR COUNTY EXAMINATIONS IN NEBRASKA.

GRAMMAR.

"Of man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world and all our woe,
With loss of Eden, till one greater Man
Restore us and regain the blissful seat,
Sing, heavenly muse, that on the secret top
Of Oreb, or of Sinai, didst inspire
That shepherd who first taught the chosen seed
In the beginning how the heaven and earth
Rose out of chaos * * *

(The first seven questions refer to above quotation.)

1. Classify the above sentence.
2. Name and give function of each clause.
3. Parse the italicized words.
4. Compare all of the adjectives.
5. Decline the nouns in the first three lines.
6. Name all of the phrases, give office of each and classify them as to introductory word.
7. Give the principal parts of all the verbs.
8. What parts of speech may be modified? By what may each be modified?
9. Give directions as to the proper use of shall and will.
10. Which is first in order of importance, the analysis of a sentence or the parsing of the individual words in it? Give reasons in full.

THEORY AND ART OF TEACHING.

1. What is the first object to be attained when a child commences school?
2. Why should a teacher make preparation of lessons with which he is familiar?
3. What plan—state as to time and manner—would you follow in giving pupils individual help in the preparation of their lessons?
4. What is meant by "We get from a book what we bring to it?"
5. Are recitations necessary? Why? Should the teacher conduct the recitation with the text book in hand? Why?
6. In arranging the seats in a school room, what should be observed with reference to light?
7. Is it right to spend time preparing a program in commemoration of a national holiday or of a national event? Give good reasons for answer.
8. What is meant by the concrete and the abstract method of teaching arithmetic?
9. Show how attention and memory are related.
10. When children are restless and noisy, name

at least one possible cause, (a) in the room, (b) in the pupils, (c) in the teacher.

PHYSIOLOGY.

1. Explain fully the following: Systole, secretion, oxidation, assimilation and ossification.
2. How many cranial nerves are there? Name no less than three-fourths of them.
3. Name and locate four arteries and four veins.
4. Write about the skin under the following heads: (a) Layers, (b) glands, (c) four uses. Under the last head give specific instances as to each.
5. Give the object and frequency of respiration, the capacity of the lungs and the condition of the air after its use in respiration.
6. Discuss muscles as to classes, kinds of fibers, structure and purposes.
7. Name and locate the different humors and lenses of the eye.
8. Write seven general hygienic laws.
9. What is meant by food with reference to the human body? What of water? Is it a food? Name some of the most important or essential food elements and articles of food which contain these elements in abundance.
10. Make a sketch of a cross section of a bone, naming the parts.

CIVIL GOVERNMENT.

1. Give the preamble of the constitution.
2. What are the qualifications for President? United States Representative? Governor of Nebraska?
3. In case of a vacancy in the presidency, name the officers that may succeed him in the order of their succession.
4. What is meant by the right of "eminent domain?" In case the United States holds land in one of the states for any purpose, whose laws govern, those of the state or those of the United States?
5. Name the various sources of revenue provided by law for the support of the public schools of this state.
6. Give the history of the establishment and observation of Arbor day.
7. Beginning with the primary election or caucus, enumerate the several steps in the nomination, election and inauguration of president.
8. Of what is the legislative department of the state government composed: (a) houses; (b) number of members of each house; (c) terms of office; (d) qualification; (e) how chosen?
9. Name all the varieties of certificates issued to teachers and state the sources of each and the studies required.
10. In what course is the judicial power of the state vested?

BOTANY.

1. Define spore, stomata, rhizome, pollen.
2. What are growth rings? How formed?
3. What is meant by "rotation of crops?"
4. Describe the work of the leaf, showing the use of (a) the veins, (b) stoma, (c) chlorophyll, (d) shape, (e) position.
5. Give examples of (a) a day folding flower, (b) a night folding flower, (c) a folding leaf. Explain the cause of this folding.
6. What is a bulb, morphologically? A thorn?
7. Describe the construction of a simple pistil.
8. What is the final purpose of a plant?
9. Give the life history of spirogyra or any typical algae.
10. Give complete analysis of any common plant.

PHYSICS.

1. Give the distinctive properties of a solid, a liquid and a gas.
2. Two pendulums are respectively 16 and 36 inches long. How do their times of vibration compare?
3. Explain the mechanism of a barometer. For what used?
4. A body has fallen two seconds. Were gravity to cease at the end of the second, how far would the body fall in the third second? Explain.
5. Name and describe any electrical appliance in common use operated by chemical batteries. One operated by mechanical force. What is measured in volts? In ohms?
6. Define and illustrate convection, conduction and radiation. By which of these is the air of a room warmed?
7. Describe the hydrostatic press.
8. What is the theory in regard to the nature of light? What is polarization of light? When is a body said to be polarized?
9. Show how you would explain the composition and resolution of forces or motions, by diagrams.
10. Give the arrangement of colors in the rainbow and the reason for it. Why is a rainbow not seen at noon?

ARITHMETIC.

1. What must be the face of a note for three months made August 18 so that when discounted at $7\frac{1}{2}$ per cent on the day of making, the proceeds may be \$14,315?
2. The diameter of a cylindrical tank is $10\frac{1}{2}$ feet and its length is $30\frac{1}{2}$ feet. How many gallons does it hold?
3. Six men can do a piece of work in $4\frac{1}{3}$ days. After working two days, how many more men must join them to complete the work at the end of 3 days?

4. Reduce .015 miles to integers of lower denominations.

5. The longitude of San Francisco is 122 degrees 30 minutes west and the longitude of Bangkok is 100 degree 40 minutes east. When it is noon, October 15, at San Francisco, what is the local time at Bangkok?

6. How must I mark shawls costing \$4.50 so as to deduct $12\frac{1}{2}$ per cent from the marked price and yet make 20 per cent on the cost?

8. Express by means of the Roman notation 76, 125, 579, 1246, 1808.

9. If a woman buys eggs at 20c a dozen, how many ought she to sell for 18c to gain 8 per cent?

10. A man sold some merchandise through an agent whom he paid a commission of 5 per cent. The agent invested the proceeds in two parts after taking out commissions of \$325 at 5 per cent and \$260 at 4 per cent respectively. What was the value of the merchandise?

HISTORY.

1. What are the conditions of a high civilization, and why?
2. The work of what men in the period of discovery and exploration has had the most lasting effect upon history? Give reasons.
3. Make one statement about each of the following colonies illustrative of the character and spirit of their respective colonies: Virginia, New Netherland, Maryland, Rhode Island, Massachusetts.
4. When was the treaty of Paris signed? What were its provisions? What were the effects?
5. Give an example of each of the four different means of resistance used by the colonies—protest, riot, non-importation, congress.
6. Compare the services to the cause of independence of Franklin and Washington.
7. What is the Monroe doctrine? Did Cleveland's Venezuela message enunciate any new principle?
8. Why was Uncle Tom's Cabin a potent factor in causing the civil war?
9. Explain the effect of the grants of public lands upon railroad development.
10. Give briefly the cause and leading events of the recent war with Spain. By what title would you designate this struggle and why?

When all around it gladness
And hearts are light and gay,
You'll find a friend to join you
And help you smile that day;
But when the world most needs them
Do not from smiles refrain—
'Twill lift some cross—add gain to loss,
And never be in vain.

—Grant Colfax Tullar.



Review the colonies, make a list of each in the chronological order of their settlement. Make a list of the rebellions, the Indian massacres, what colonies were settled by the Quakers, the Dutch, the Baptists, the Swedes, the Puritans, the Pilgrims, the Catholics? Give a reason for the name of each colony. Review the forms of government used in the colonies, Royal Province, Proprietary Government, Voluntary Association, etc.

THE INTER-COLONIAL WARS.

King William's War.

This war began in 1689 and lasted eight years. Search histories for the cause, result and gain, if any. The principal events were:

1689—Dover, Casco Bay, Salmon Falls.

1690—Schenectady.

1691—Port Royal.

1697—Peace at Ryswick.

Queen Anne's War.

1704—Deerfield.

1710—Port Royal.

1713—Peace at Utrecht.

King George's War.

From 1745 to 1748.

1745—Louisburg.

1748—Peace at Aix-la-Chapelle.

French and Indian War.

From 1754 to 1763.

1745—Gt. Meadows; Ft. Necessity.

1755—Nova Scotia, Crown Point, Niagara, Ohio River.

1756—Great Britain, Oswego.

1757—Fort William Henry.

1758—Louisburg, Crown Point, Fort Frontenac.

1759—Ticonderoga, Niagara, Quebec.

1763—Peace at Paris.

During the study of these wars it is very important that the literature of this period be taken up. Let *Evangeline* be read and discussed in the class or read to the class.

Tell of Wolf's testimony to Gray's elegy just before the battle of Quebec.

QUEER QUERIES.

Make questions from the following facts and let the children search for the answers. It will do much toward getting them to use more than one book in their study.

1. The Indians came down on their snow shoes when they made the attack upon Schenectady.

2. The Indian who killed King Philip was given the hands of his victim in payment.

3. Longfellow's *Evangeline* is based upon the transportation of the innocent French by the English from Acadia.

4. Eliot's Indian Bible was the first Bible printed in America.

5. The first money coined in the Colonies was made by Captain John Hull, who, it is said, became very wealthy.

6. In the French and Indian war the contending parties fought for two years before war was formally declared.

7. It took the European nations over one hundred years to learn that the potato was good for food.

8. The wooden horse used by the colonists to punish offenders was an uncomfortable affair, with a very sharp back. These horses with their riders were placed in a cart and driven through the principal streets. Mary Price is said to be the first offender to ride this horse and ever after it was called "the horse of Mary Price."

9. The Southern Indians believe that an earthquake would occur when Tecumseh stamped his foot upon the ground.

10. The Six Nations believed that Washington was the only white man who would enter heaven.

BUSINESS TESTS FOR GRAMMAR GRADES.

1. Write a telegraphic dispatch, not exceeding ten words, and containing three distinct statements.

2. You are shortly to move into a new store some distance from your present stand. Prepare a circular to be sent to your customers apprising them of the change.

3. You have lost a valuable gold watch. Prepare a notice of your loss to be put up in your village postoffice

4. Write five short reading notices of your goods, to be printed in the local column of our village paper.

5. You are in want of a situation as clerk in a grocery business. Prepare an advertisement for the paper, setting forth your desires.—Teachers' Gazette.

Not to be provoked is best; but, if moved, never correct till the fume is spent; for every stroke our fury strikes is sure to hit ourselves at last.—William Penn.

Costly followers are not to be liked, lest while a man maketh his train longer, he maketh his wings shorter.—Bacon.

Children's Corner.

Old-Time Wall Decorations.

MISS NANNIE WALKER.

I wonder how Cousin Carrie's boys and girls would like to hear something about the way in which palaces and churches used to be decorated in the Old World long before America was discovered. In those grand old days folks didn't hang their walls with frail flowered paper as they now do. Indeed, no paper of any kind had been invented at that early time. But often they built their houses of polished stone or marble, then covered them over on the inside with bright pictures of birds and animals of almost every kind and color. From some unfinished wall-embellishments that have been unearthed from ancient cities, which have been buried from human sight for hundreds of years, the antiquary has discovered the way the artist did his work, which was in the following manner: The surface of the wall was first marked off into a number of small squares of equal size, the lines of the squares being run with a red paint that was easily erased. These squares, it seems, were formed for no other purpose but that of guiding the sculptor in tracing the outlines of the figures which he drew on the wall. When the drawing was finished the artist laid down his brush, took up his chisel and cut around each figure as smoothly and evenly as possible. Last of all the entire surface of the wall, whether stone or marble, was painted in a variety of brilliant colors. Oh, wouldn't it be funny to live in a home with such bright, shining walls! It would seem like one continual Fourth of July, would it not? Another magnificent way they had of decorating their walls in those wonderful old times was to line them entirely with thin slabs of marble. One of the oldest buildings in the world, the "Temple of the Sphinx," standing near the Egyptian pyramids, has all its rooms completely lined inside with great slabs of the beautiful and costly African alabaster. But now the great ma-

jority of the worshipers of the one true God seem only too well pleased to have their churches lined with thin cheap paper.

Another fine form of ancient wall hanging was glazed bricks or tiles, the glazing imparting a hue and luster to the surface unexcelled by the finest marble. Sometimes the bricks or tiles were first stamped with small figures and inscriptions, then covered with a white glossy enamel; but often they were first coated with the white plaster, then painted with a profusion of bright roses, hyacinths and carnations, or with huge trees that spread their leafy branches over surfaces covering hundreds of tiles. But the Greeks and Romans had a secret art of making a beautiful cream-colored stucco, which would remain unchanged through all kinds of weather, and could be polished when dry till it glistened like the finest Pentelic marble. If we could have beheld some of those fine old buildings that had been plastered inside and out with this rich material we would no doubt have believed they had been built entirely of cream-colored marble.

The most splendid and expensive of all wall decorations, however, were the costly hangings of stamped leather, used in the fifteenth and sixteenth centuries. The leather was first covered with silver leaf and varnished with a clear, shining liquid that imparted to the silver a golden luster. Next the leather was stamped with a variety of symmetrical figures, then painted by hand in many brilliant and effective colors. "How very happy," I hear you say, "the people must have been who owned and lived in houses fixed up so fine!" Yes, indeed; their happiness must have been complete—if it took only beautiful walls to make it so—but!

—*The Observer.*

Always Strike Your Hour.

In one of Sophia May's delightful story books this odd piece of advice is given to a young girl who sees a hard trial ahead: "Always strike your hour."

When she looked up in surprise her friend said something like this.

Delicious Drink

Horsford's Acid Phosphate

with water and sugar only, makes a delicious, healthful and invigorating drink.

Allays the thirst, aids digestion, and relieves the lassitude so common in midsummer.

Dr. M. H. Henry, New York, says: "When completely tired out by prolonged wakefulness and overwork, it is of the greatest value to me. As a beverage it possesses charms beyond anything I know of in the form of medicine."

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R. I.
Beware of Substitutes and imitations.

"Watch that clock on the shelf, and you will see when it comes time it always strikes the hour. It doesn't lag and delay a few minutes over, but precisely at the moment the long hand points to twelve it strikes the proper hour. If it didn't the whole household would be in trouble, for each one of us depend on the striking of the clock to mark off the hours for us. When the time comes for you to meet a hard thing, do so bravely; don't complain or delay, for that would only make your trouble other people's as well."

The boy who puts off filling the woodbox until he has finished his kite, and so delays his mother's baking, is refusing to strike his hour. So is the girl who puts off doing thoroughly work in her school until it is nearly time for examinations. Ever so many of us are trying to get out of "striking an hour" as long as we can. We shall save ourselves and others much if it is sounded the moment it becomes due. —*Happy Hours.*



THE HIAWATHA PRIMER. By Florence Holbrook, Principal of the Forestville School, Chicago. Houghton, Mifflin & Co., Boston, New York and Chicago.

The story of Hiawatha has a charm and interest for children that can scarcely be found in any other department of literature. Instead of being too difficult for children, as many might think this story would be, it contains so much that touches their nature, and in this primer Miss Holbrook has so well adapted it to their capacities that it is really very easy. Messrs. Houghton, Mifflin & Co. have done a great service to the primary teacher by bringing out this book. We know several schools where this book has been adopted and all the teachers are very enthusiastic in its praise. The book contains 139 pages of reading text, 8 full-page colored illustrations, 4 full-page black and white illustrations and 65 part-page illustrations in black and white or silhouette; these illustrations having been made especially for this book under the direction of the author. It is equipped with reading and writing lessons in the latest vertical script, a vocabulary and many other special features. See the specimen page in another column. Bound in cloth, with specially designed cover stamp.

CARPENTER'S GEOGRAPHICAL READER. NORTH AMERICA. By Frank G. Carpenter. Cloth. 12mo. 352 pp. Price 60 cents. American Book Company, New York, Cincinnati and Chicago.

This is the second volume issued of the series of Geographical Readers, intended to describe the several continents, their countries and peoples from the standpoint of travel and personal observation. In this book the children are taken by the author on an extensive tour through the most characteristic parts of the North American continent. They travel through the United States, British Columbia, Mexico and



Hiawatha and Nokomis

Hiawatha lived with Nokomis.

Nokomis lived in a wigwam.

The wigwam stood by the water.

It stood by the Big-Sea-Water.

Hiawatha was an Indian boy.

Nokomis was his grandmother.

SPECIMEN PAGE FROM THE HIAWATHA PRIMER.

Central America, studying the most interesting features of life and work among the people of each country, learning how they are governed, how they live and what they do. While visiting the different countries much useful knowledge and interesting information is gained concerning their natural resources and physical features.

Used as a supplementary reader in connection with the geographies and histories at school, their lessons will impart a living interest to their lessons, and will be found to be a valuable aid in explaining and fixing in the

mind many interesting facts not given in the school text-books.

The illustrations found on almost every page are all new, being mostly reproductions from photographs taken by Mr. Carpenter on the ground. Several of these illustrations are shown in this issue of the journal in connection with the excellent article on the Indians.

STORIES OF INDIANA AND STORIES OF OHIO are two new books of the famous State History series being issued by the American Book Company. William Dean Howells is the

author of *Stories of Ohio* and Maurice Thompson of *Stories of Indiana*. These are both very interesting and instructive books for the young, giving much history in a way that makes it a real delight to the child. These, like the other books of the series of state histories, published by this company, are admirably adopted for both home and school reading. Their reading in the home circle and their use in schools cannot fail to awaken an interest in the local history of the different States.

STORIES OF THE AMERICAN REVOLUTION. By Everett Tomlinson. Lee & Shepard, Boston. \$1.00.

These interesting stories of our forefathers are not the hackneyed ones which have been used in the popular histories for generations, but they are the result of Dr. Tomlinson's research among the archives of revolutionary times. Like those in the preceding volume, the basis of the story is historically correct, and told in the author's attractive style they are doubly interesting to the young reader. Dr. Tomlinson says, "There is no deep love of country without a thorough appreciation of what it has cost to found and develop the land we love," and this volume is an endeavor to show something of the price our fathers paid that we might have a country. The stories are not only of value to the household, but will make very attractive supplementary reading for schools. Our history of the Revolutionary period is greatly enriched by these stories, and I am sure the boys and girls will thank Dr. Tomlinson for making it so interesting.

RUTH AND HER GRANDFATHER; A STORY FOR CHILDREN. By Todd. Illustrated with drawings by Edward B. Edwards. A. S. Barnes & Co., New York. \$1.00.

Altho Ruth is quite young, and Grandfather is well along in years, they appear in action as of the same age. This is a capital book for children, and written in a style that is sure to be appreciated. The drawings are very fine and add much to the interest of the book.

THE MAN WITHOUT A COUNTRY. By Edward Everett Hale. New edition. Little, Brown & Co., Boston.

No better time could be chosen for bringing out a new edition of that intensely patriotic story of "The Man Without a Country," than just at the close of the Spanish-American war. This story of poor Philip Nolan has thrilled the patriotic hearts of Americans, causing a love for home and native land and arousing a spirit of patriotism as perhaps no other writing has done. This new edition contains a preface written by the author since the Spanish-American war, in which he gives many interesting facts relating to the story. The book should be read in every school.

HISTORY READER FOR ELEMENTARY SCHOOLS. By L. L. W. Wilson, Ph. D. 403 pp. 60 cents. The Macmillan Company, New York and Chicago.

This excellent History Reader is written in a manner that at once gets hold of the attention of the child and teaches him much history ere he is aware. All history should be made to cluster around its central figures and prominent events, and this is beautifully carried out in this work by taking up some central theme each month. Thus September treats of the Indians; October, of Columbus and the early discoveries; November, of the Pilgrims and Thanksgiving; December, Captain Smith, Pocahontas and William Penn; January, Benjamin Franklin, Morse and the great electrical inventions; February, Lincoln and Washington; March and April, the Revolution; May, Grant and Decoration Day; and June, Flag and Flag Day.

The school children who are fortunate enough to secure this book and read it will never again call history a dull study. The Thanksgiving Story of Obed and the Pumpkin in this issue is taken from this book.

HAND-BOOK OF NATURE STUDY. By D. Lange, Instructor in Nature Study in the Schools of St. Paul. 329 pp. \$1.00. The Macmillan Company, New York and Chicago.

In this work the author points out the material which may be used as the basis of lessons in Nature Study, and then very carefully shows how

this material may be used and what the pupil is to be taught about it. It covers the entire field of Nature Study, taking the condition of plants, animals and insects during the various seasons of the year. The book is finely illustrated, neatly printed and very durably bound in cloth.

STUDIES OF A BIOGRAPHER. By Leslie Stephen, author of "Hours in a Library," etc. In two volumes. G. P. Putnam's Sons, New York.

The work covers such subjects as National Biography, The Evolution of Editors, John Byron, Johnsoniana, Gibbon's Autobiography, Arthur Young, Wordsworth's Youth, The Story of Scott's Ruin, The Importation of German, Matthew Arnold, Jowett's Life, Oliver Wendell Holmes, Life of Tennyson, Pascal.

THE COMPANION'S FIRST SUBSCRIBER.

The Youth's Companion is probably the only periodical in the world seventy-two years of age, whose first subscriber is still living and still a constant reader of the paper. The subscriber who enjoys this unique distinction is Mrs. Hannah M. Parsons of Brooklyn, N. Y., now in her 85th year. She was the little sister of a friend of Nathaniel Willis, father of N. P. Willis, the poet, and founder of the Youth's Companion. When Mr. Willis had resolved upon publishing a new paper for young people his friend had him put down his sister's name as the first subscriber. The Companion's first issue was dated April 16, 1827, and for more than 70 years this first subscriber has continued to read and enjoy it. The volume for 1899 will be the best the Companion has ever published. The most popular of living writers will give the best work of their best hours to the entertainment of the hundreds of thousands of households in which the Companion is every week a welcome guest. New subscribers will receive all the remaining issues of 1898 free from the time of subscription, and the beautiful Companion calendar for 1899—the most beautiful one ever given to Companion readers—in addition to the Companion for 52 weeks, a full year, to January, 1900.

THE YOUTH'S COMPANION,
211 Columbus Ave. Boston, Mass.

CLASSIFIED KNOWLEDGE.

To every man who is doing anything in life it is indispensable for him to keep in classified order the results of his reading and investigation, and each individual man must alone select and classify that which he desires to retain and keep available for service when it may be demanded. Nearly every literary man and student has begun and discarded several systems of index and classification, largely for the reason that the material became scattered and the classification too



elaborate to make it available. The library filing cabinet, like the one pictured below, manufactured by the Central School Supply House, Chicago, is something new in this line. It contains 200 small dust-proof, open-top files, suitable for the easy and rapid filing of newspaper clippings, manuscripts, sermons and addresses, and memoranda; of books read and all sorts of matter which the student would desire to keep in classified order and immediately accessible. The index of these covers every word in the English language. Memoranda cards are supplied to refer to subject matter, page and book. We often hear the remark that "if we could only remember what we read our knowledge would be vastly increased." With this file our reading knowledge is placed where it can be called up at any time and put to the use desired. All progressive teachers are gleaners in the fields of literature, history, pedagogy, science, psychology, etc., and this is a convenient classified cabinet to hold the gleanings until they are needed.

Literary Notes.

The complete novel in the November issue of Lippincott's, "A Triple Entanglement," by Mrs. Burton Harrison, has its scenes mainly in Spain and England. The hero is an American, whose course of true love does not by any means run smooth, but leads him into safe harbor at last. The tale is one of this favorite author's best, and perhaps the longest which has ever appeared in Lippincott's. There are many other strong features, making the November number one that will be much sought after.

Miss Grace King's new book, "De Soto and His Men in the Land of Florida," will be published immediately by the Macmillan Company, Boston. The period of adventure in the history of our country with which this book deals, is in a line with the author's study of the early Spanish and French settlement of New Orleans. Miss King is an accomplished and fascinating writer, and her book is sure to interest, entertain and instruct.

The Regent Publishing Company has just issued a short story entitled "Rita de Garthez, the Beautiful Reconcentrado," by Mrs. Isabel M. Witherpoon, the eminent critic and lecturer, and author of "The Tragedy of Ages," etc. The plot hinges on the destruction of the battleship "Maine," and deals with the effect of Spanish tyranny upon the Cuban mind. This dainty little volume is artistically bound in white and gold, and is enriched by a beautiful photogravure of the fascinating heroine. Price 50 cents. The Regent Pub. Co., Bellport, N. Y.

The Prang Educational Company (Boston, New York and Chicago) announce two new volumes of special interest and value to teachers and school superintendents:

Egypt, the Land of the Temple Builders. By Walter Scott Perry, Di-

rector of the Department of Fine Arts at Pratt Institute, Brooklyn, N. Y. The author's purpose in this book is to convey to the reader, through descriptive text and many illustrations, a clear, thorough general idea of the art of ancient Egypt. The book is intended primarily for teachers and for students of art history who have not time for an exhaustive study of the subject. Successive chapters trace, along evolutionary lines, the origin and development of Egyptian architecture, sculpture, painting and decorating as revealed by the light of modern research and personal study. 300 pages with over 120 full page illustrations, many of them from photographs made by the author.

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The Southwest Missouri Teachers' Association will hold its 21st Annual Session at Bolivar, Mo., Nov. 24, 25 and 26, 1898. S. P. Bradley, Springfield, is President, W. S. White, Bolivar, Corresponding Secretary, and Miss Kate McBride, Lamar, Recording Secretary. The railroads will make reduced rates, an excellent program has been prepared and everything points to a very successful meeting.

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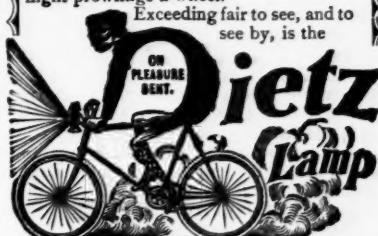
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